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ABSTRACT

This document explains the curriculum development notation system for the Lethbridge (Alberta, Canada) schools to ensure that the legal requirements for education are met. Tenth grade geography is used to explain how to cluster the notations into a coherent system that provides curriculum area, course title, unit title, and generalization. This document contains explanations and sample layout plans for: (1) scope and sequence documents; (2) course plans; and (3) instructional units. A diagnostic pre-test and an instructional unit for place names of the provinces are presented in their entirety. Maps of Alberta and the schools of Lethbridge and a list of the curriculum developers are included. (DJC)

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ED304359

Instructional Unit Document

Grade 10

Geography of Canada

Place-Names

Prepared by

Austin Albert Mardon

Prepared for

Separate School District #51

Lethbridge, Alberta

1987

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FOREWARD

Curriculum documents ultimate purpose is to outline for instructional purposes the parameters of course content and structure. This is to ensure that the legal requirements as set down by her Majesty's Legislature are implemented in our school district. The grade levels covered in this series of documents is Grade Ten to Grade Twelve.

This document is part of an integrated three tier system outlining curriculum in our district. The coding system is outlined in the following sections and is used in all documents in this series.

This document is the result of several years of work and thought by the listed authors and others persons whose cumulative input resulted in this document.

Rahim J. Mukergee, Superintendent, Separate School District #51

Mohamed T. Jones, Jr., Ph.D., Chairman, Spearate School Board #51

EXPLANATION OF SCOPE AND SEQUENCE DOCUMENT

This Scope and Sequence Document is developed to provide an overview of all the courses taught at the secondary level. It establishes the extent and depth of content coverage as well as the order in which the content is to be encountered by the learner.

Mandated Users. The primary interest this document will be to those individuals interested in the overall instructional program management or who are employed to supervise the entire instructional program. By following the document individuals can be sure that they have followed their legal mandates. This document is not intended for specific individual centered specific use, but is useful for its broad general overview.

EXPLANATION OF COURSE PLAN

The Course Plan Document provides the framework for one subject area only. At the secondary level this course plan document outlines the content to be taught during the year in one subject in one particular grade, such as Grade 10 'Canadian Geography'.

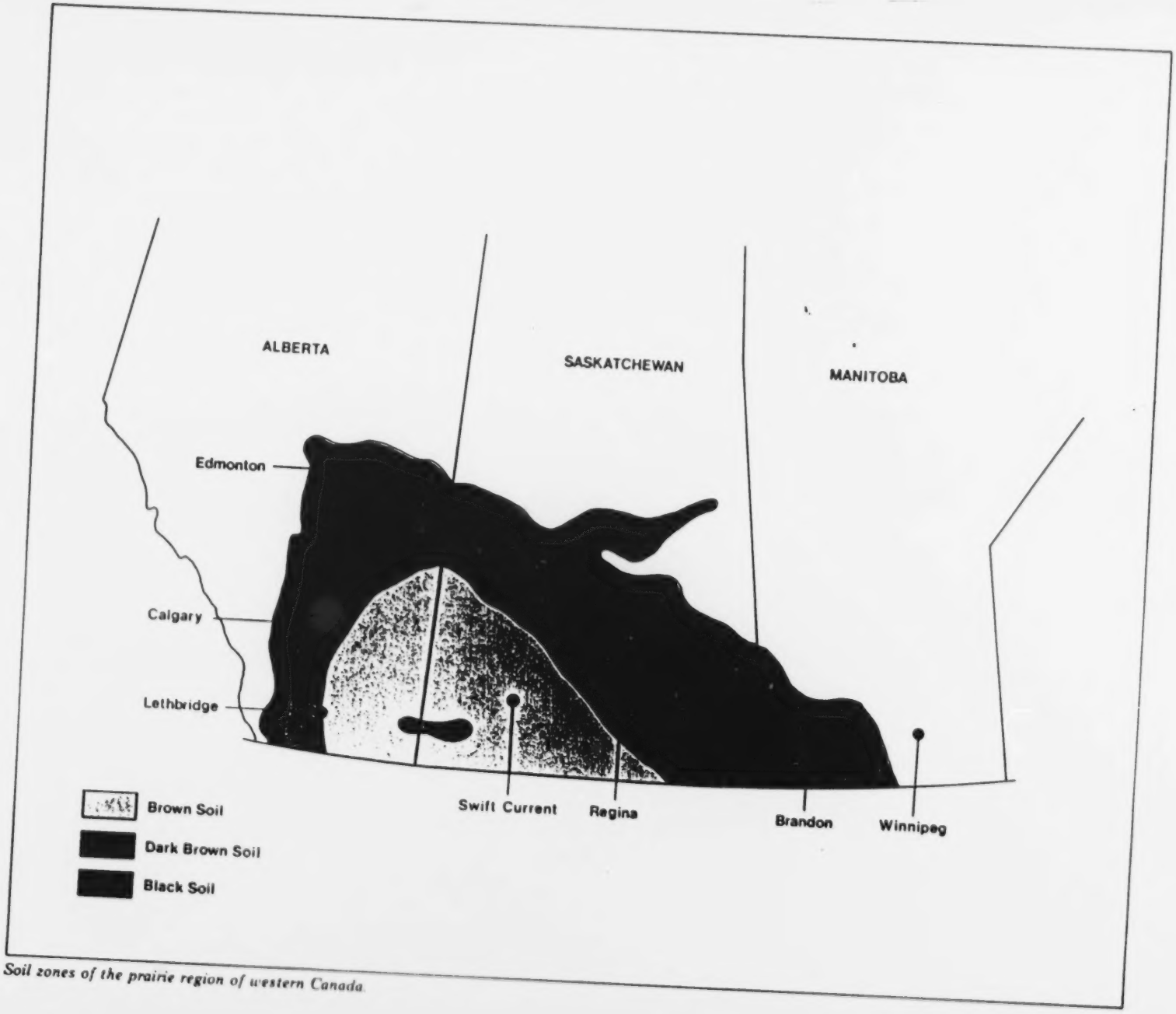
Mandated Users. This document will be of primary interest to those individuals interested in specific information about the basic contents of grade-level instruction within the defined subject area. The classroom teacher might use this document as an overview, but will find that the next document, the Instructional Unit document, to be more beneficial during the course of their teaching year.

EXPLANATION OF INSTRUCTIONAL UNIT

The Instructional Unit document provides a detailed outline of units to be taught in ecah grade-level subject area. Suggestions for diagnosing problem areas in a student's "learning career" are looked at.

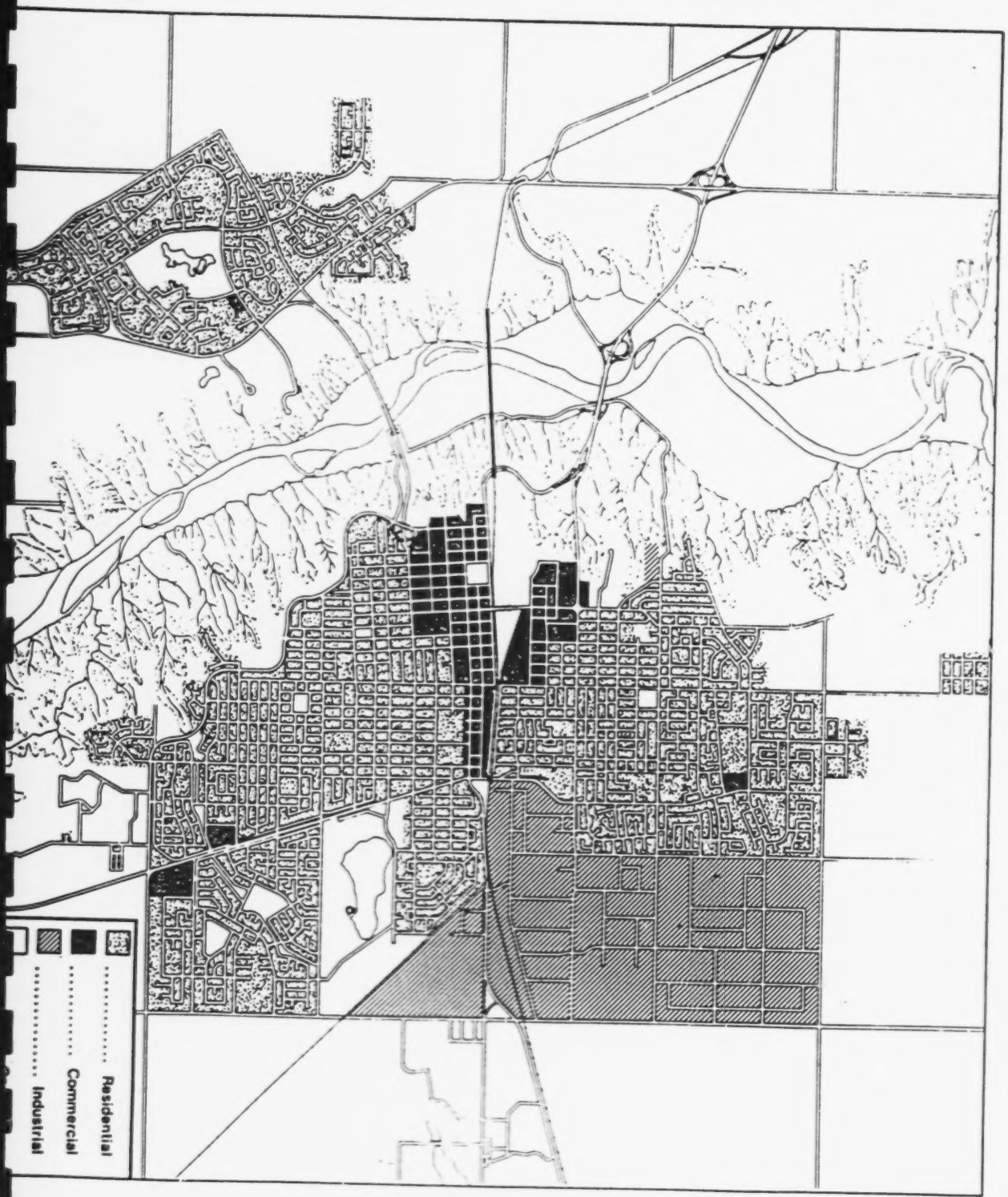
Mandated Users are teachers and paraprofessionals working with learners in the classroom. It is meant to be a guide and aid in the classroom environment.

MAP OF ALBERTA



Soil zones of the prairie region of western Canada.

MAP OF SCHOOLS OF LETHBRIDGE



DEVELOPERS OF THE CURRICULUM DOCUMENT

Mohamed T. Jones, Jr. B.S., Mankato State University; M.S., North Dakota State University; Ph.D., Montana State University; Post Graduate Study; Ten years Superintendent of Separate School District #51.

Austin Albert Mardon. B.A., University of Lethbridge; Graduate Study.

Rahim J. Mukergee. B.A., University of Lethbridge; Elected as Chairman of the Separate School District #51, 1980-1987.

George Tyrell. B.Ed., University of Lethbridge; Vice Principal of Catholic Central High School (1977-); 25 years of teaching experience.

Frank Zieber. B.Ed., University of Lethbridge; Graduate Course Work Gonzaga University; 3 years of teaching experience.

ORGANIZATIONAL CHART

Board

Chairman of the Board

Superintendent

Principal

Vice-Principal

Teacher

EXPLANATION OF NOTATION SYSTEM

Curriculum Area

.01 Geography

.02 Physics

.03 Chemistry

.04 Biology

.05 Social Studies

. (Same scheme in other areas)

Grade Level/Course Title

.01 Geography

.01 Geography-Canadian Geography-GR 10

.02 Geography-Albertan Geography-GR 11

.03 Geography-World Geography-GR 12

.02 Physics

. (Same pattern for all other curriculum areas)

Unit Title

.01 Geography

.01 Geography-Canadian Geography-GR10

.01 Place-Names

.02 Economic Geography

.03 Physical Geography

. (Same scheme for other curriculum areas, grade levels, and course titles)

Generalization

.01 Geography

.01 Geography-Canadian Geography-GR10

.01 Place-Names

.01 Place-Names of Large Physical Features

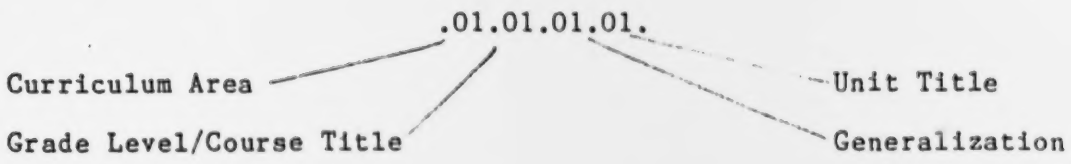
.02 Place-Names of the Provinces

.03 Place-Names of the Provincial Capitals

. (Continue using same format)

This notation system can be strung together allowing a coherent taxonomy to be made of the entire curriculum. This allows for instant recognition of the curriculum using just the shorthand Notation system.

EXPLANATION OF A LINE OF NOTATION



This notation system will be used in all curriculum documents developed and utilized within our local system. This system is used commonly in the Province of Alberta.

In this notation system each set of numerals bounded on both sides by periods, i.e., .01.01.01.01. (hereatter known as 'cluster') refers to a very specific curriculum component. In the above references sample, the total cluster would be decoded as follows;

: The first cluster - .01 - refers to the curriculum area.

: The second cluster - .01 - refers to the grade level/course title.

: The third cluster - .01 - refers to the unit title.

: The fourth cluster - .01 - refers to the generalization.

Now, reference the page titled "Explanation of Notation System." Below is the notation system interpretation of the line of notation at the top of this page;

: The first cluster indicated the curriculum area in Geography.

: The second cluster indicates the course title - Canadian Geography-GR 10.

: The third cluster indicates the unit title - Place-Names.

: The fourth cluster indicates the generalization - Place-Names of Large Physical Features.

CHART OF HIGH SCHOOL STREAM

Social Studies 10	Canadian Geography
Social Studies 11	Albertan Geography
Social Studies 12	World Geography

SCOPE AND SEQUENCE DOCUMENT

SAMPLE LAYOUT PAGE

Curriculum Area and Course Title

.01.01

Geography, Geography-Canadian, Geography-Grade 10

Unit Title

.01.01.01

Place-Names

Generalization

.01.01.01.01

Place-Names of Large Physical Features

COURSE PLAN DOCUMENT

SAMPLE LAYOUT PAGE

Unit Title

Rationale: A statement explaining the unit topic and why it has been included in the course.

Generalizations	Instruction	Evaluation
(Statements related to unit being covered.)	(Goal-directed instructional system.)	(Evaluation procedures formulated to discover progress of learner.)

Concepts

(A listing of key words introduced.)

INSTRUCTIONAL UNIT DOCUMENT: SAMPLE LAYOUT

Unit Title: (Instructional Unit Title)

Generalization: (Statements related to unit being covered.)

Related Concepts: (A listing of sub-ideas and concepts that need specific attention.)

Performance Objectives: (An instructional objective that is expected to be complete and related to specific performance.)

Activities that progress the students towards the self-defined objectives of the unit being covered.

The means by which the students progress in mastering the subject area is gauged.

Materials: List of supplemental non-lecture resources to be used in class.

O = Present Objective
M = Motivate Learners
R = Recall Pre-requisite Information
P = Present New Materials
KP = Point out key points
APP = Require Learners to apply new information and provide feedback
ANL = Assess New Learning
EX = Example

DIAGNOSIS

In this Canadian Geography Place-Names Unit it is necessary unlike other units to master this one before moving on to later units. If the student already knows the required number of place-names there still might be some importance in going over already known material. Reinforcement of known information will occur. It will be able to target those students needing help at the beginning of the unit being studied.

DIAGNOSTIC PRE-TEST

1. Name.
2. List the ten Provinces and two territories of Canada.

a.	e.	i.
b.	f.	j.
c.	g.	k.
d.	h.	l.

3. List the ten Provincial and territorial capitals (for the above listed Provinces).

a.	e.	i.
b.	f.	j.
c.	g.	k.
d.	h.	l.

4. List the five Great Lakes.

   a.

   b.

   c.

   d.

   e.

5. List the three adjacent seas/ocean to Canada's shores.

   a.

   b.

   c.

6. What is the major mountain chain on our Western Coast?

UNIT: PLACE NAMES (.01.01.01)

Generalization: .01.01.01.02 Place-Names of the Provinces

Concepts: (1) Locate with reference to Cultural patterns.

Performance Objective: P.O.1 - At the end of this instructional unit each student must know the location and name of each of the ten provinces and the two territories.

Instructional Strategies
Materials

O = Show students a large wall map of Canada. Tell students that they must know all the provinces and territories.

M = They will have a test. Also will help in other Social Studies classes and in this one.

R = Ask students which province they are in. Then ask a student to point this province out on the large wall map of Canada. Ask if any student has traveled and have them go and point the provinces out.

P = British Columbia
Alberta
Saskatchewan
Manitoba
Ontario
New Brunswick
Newfoundland
Nova Scotia
Prince Edward Island
Quebec
Yukon
Northwest Territories

KP = Point out mneumonic devices to remember names.

APP = Give students blank map and have them write down names of provinces on this map. Have them practice this several times.

ANL = Give them quiz next day.

Evaluation

P.O.1 - Each student must name, spell correctly, and locate each of the provinces and territories. An A is equivalent to 90% accuracy; a B is equivalent to 80% accuracy; a C is equivalent to 70% accuracy; less than 70% is a failure, and must be retaken until 70% is reached.

Examination Number I - Write names of provinces inside borders of province being specified.

Reference to Needed Materials:

1. Canadian Geography - text
2. Canadian Gazetteer, 1987.
3. National Film Board.

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